**Procedure:**

Choose five of the 18 short stories that I have indicated in the syllabus and in your book. You will be placed into groups to complete a short story unit project that includes several parts.

1. Go to this [website](http://www.learner.org/interactives/literature/) and go through the program to review what you should know about reading and literature.
2. Watch this slide show about [The Elements of Fiction](http://www.readwritethink.org/materials/lit-elements/overview).
3. Check out this site about [how to read a short story](http://litsite.alaska.edu/uaa/workbooks/howstory.html).
4. Read the background information provided in the text and do an author search for information about your authors. Take notes about your author for use later.
5. Remember to keep track of any references you use in MLA format as you will have to provide these later.
6. Read the five short stories individually or in your groups and take notes over the stories as I taught you in class.
7. Then get together in your groups to discuss the literary elements present in your stories, what the stories meant and what you learned from and about the stories. Add to your notes in the discussion column. Each group member must have notes for the short stories that are read.
8. Fill out the [plot diagram](http://www.readwritethink.org/materials/plot-diagram/) at this site and print it- for each story.
9. Complete and print for each story the [character map, conflict map, resolution map and setting map.](http://www.readwritethink.org/materials/lit-elements/)
10. Complete the literature worksheets for each story and turn them in with your projects.
11. Create a PowerPoint presenting the important background and biographical information about the authors of the short stories that you chose. The information you choose to include should include why the author wrote the way he/she does, how his or her life is reflected in the writing and other details that relate to the author and his or her writing style. Include awards and titles earned as a way of establishing literary merit.
12. Do at least two projects from the list below **for each** story that your group reads.

**Projects:**

Choose two projects for each story your group studies for a total of ten. You may not repeat any projects and must do ten different projects.

1. Write a 20-line poem using your favorite quotes from a short story.
2. Write or rewrite the ending of a short story or continue a story from the point it left off. Must be at least 2 double-spaced pages long and written in the style of the author.
3. Create a character study that describes what a character in a story looks like, what motivates that character, what conflicts the character must deal with, how the character solves the conflict and how the character changes from the beginning to the end. Also include the role the character played in the story and the type of character he or she is.- see ”Character” on R2 for more information. Format is up to you.
4. Create a collage of the settings in the story and label the pictures. Then add a commentary on the back or a separate sheet of paper about how the setting or settings affect the story, the plot and/or the characters. Did the setting make the story better or make the story worse or have no affect? Be sure to provide evidence and support the opinions your group expresses.
5. Write a letter to the author of one of your short stories telling him or her how the story impacted you, changes your opinion of something or make you more aware of something. Don’t just compliment the author on writing a great story; let him or her know how you were touched or move by what happened in the story. Use full block style with all of its parts. Add details when necessary.
6. Write an essay discussing the use of irony in one of the stories. Describe the irony that is present, what type of irony it is (R7- “Irony”) and what leads up to it. Is it necessary for the story? How does it add to or detract from the story? Is it predictable or was it a surprise? Why do you think the author used it?
7. Create a brochure that presents, discusses, supports and provides examples of five other literary elements that are present in your story. For example, you could discuss suspense, foreshadowing, the use of similes, metaphors and analogies, allusions, tone, mood, diction, hyperbole, flashback, imagery, onomatopoeia, personification, paradox, repetition, symbol, etc.
8. Create a poster that presents visually, the point of view that the story is told in. Be sure to describe the type of POV and provide evidence to support your opinion.
9. Write an essay that discusses how the title relates to the short story. Include what role the title plays in the story, where the title could have come from and what the title means in relation to the story. Why did the author choose that title? What is its significance?
10. Create a full-page magazine advertisement about your short story that would entice readers to read the story. Be creative and appeal to high school students.
11. Create a cause and effect diagram that presents all the conflicts in the short story, what caused them and what effects the conflict had on the characters, the plot and the setting. Format is up to you.
12. Write a new short story using at least 5 of a stories vocabulary words (either the ones given to you or ones that you add to the list), imitating the author’s style of writing in your short story. Your story should be at lease two pages long.
13. Make a video version of your short story using a video camera and editing software.
14. Create a CD of your group reading the short story with appropriate sound effects.
15. Create a wikispace about your short story that discusses its literary elements. Use hyperlinks to link to appropriate material (video, audio, pictures, text, etc.)
16. Write a letter to a character in your short story stating your opinions on how they behaved in the story. Did you agree with his or her actions? Were those actions correct or were there other ways to solve the problem or to behave? What would you have done if in that character’s situation? Why?
17. Create a skit with a script in which your group acts out a scene from one of the short stories. Be sure to have a lead in and a conclusion so your audience knows what is going on. Your skit should last about 5 but no longer than 10 minutes.
18. Create a comic strip that relates the story (its plot structure) in at least 6-8 frames. Use the [Comic Creator](http://www.readwritethink.org/materials/comic/) if you wish or you may use Word or Publisher.

**Reflection:**

The last thing that you and your group mates must do is complete a written reflection that discusses the following:

|  |  |
| --- | --- |
| What I did | Explain what you and your group did to finish your project. |
| What I enjoyed | Write about what you liked most about the project. |
| What I found difficult | Write about any part of the project you found hard to do. |
| What really worked | Write about any part that you thought worked well. |
| Next time | Write what you would do differently next time. |
| What I learned | Write about what you learned from this project. |
| Questions I still have | List any questions you still have about short stories and their elements. |
| Overall | Should these short stories be required to be read by the whole class? Why? |

You may each do a reflection or you can write a group reflection that discusses each individual member and then the group. Format is up to you.

**Grading:**

|  |  |
| --- | --- |
| **Expectation** | **Score** |
| Requirement missing | 0 |
| Requirement completed, but falls below expected standards | 1 |
| Requirement completed, but improvement is possible | 2 |
| Requirement fully meets expectations | 3 |
| Requirement exceeds expectations | 4 |
| Requirement is so creatively done that is deserves extra credit | 5 |

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| --- | --- | --- | --- | --- | --- |
| **Portfolio part** | **Possible** | **Score** | **Weight** | **Total** | **Comments** |
| All parts published and handed in by due date | 4 |  | X 5 |  |  |
| Notes for all short stories | 4 |  | X 10 |  |  |
| Author PowerPoint | 4 |  | X 10 |  |  |
| Worksheets for all short stories | 4 |  | X 10 |  |  |
| Plot diagram, character map  conflict map, resolution map and setting map | 4 |  | X 10 |  |  |
| Projects for all short stories (10) | 4 |  | X 20 |  |  |
| Reflection | 4 |  | X 10 |  |  |
| Effort (total group participation | 4 |  | X 5 |  |  |
| Total | 32 |  |  | 320 |  |
| Grade |  |  |  |  |  |